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ABSTRACT

The Urban Leadership Program, funded under Title III of the Elementary and Secondary Education Act, was carried out among sixth graders at the Albert Einstein School in Chicago, Illinois. The primary purpose of the program was to develop skills and competence to prepare participants for survival and success in a large urban environment. A secondary purpose was to break down focuses on 1975-76, the second year of the program's operation, and include: (1) a description of the program, its purposes, organization, students, instructional activities and evaluation procedures; (2) an analysis of program objectives; (3) data on the extent to which the program is meeting expectations; (4) a summary of the effects that the program has had on the school, the immediate community and city; and (5) a summation of findings, conclusions and recommendations. Appended to the report are several evaluation instruments, including a school attitude inventory, urban experience inventory, self esteem inventory, comprehensive post-program examinations, and a questionnaire administered to parents or community members who served as resource advisors. (Author/GC)

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CHICAGO PUBLIC SCHOOLS

ESEA Title III

Evaluation of the Urban Leadership Program

by

Dr. Allen H. Frerichs

1975 - 76

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A SECOND YEAR EVALUATION OF THE ESEA TITLE III URBAN LEADERSHIP PROGRAM

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for the

Department of Research and Evaluation

Board of Education of the City of Chicago

June, 1976

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SECOND YEAR EVALUATION OF THE

URBAN LEADERSHIP PROGRAM

Introduction

The Urban Leadership Program, funded under E.S.E.A. Title III, has completed its second year of operation. This Program was initiated in September, 1974 and completed its second year in May, 1976. The first year evaluation of the Urban Leadership Program was submitted to the Board of Education--City of Chicago during June, 1975.

The primary purpose of the Urban Leadership Program was to develop skills and competence of urban children which would prepare them for survival and success in a large urban environment. A secondary purpose was to break down cultural and racial barriers for these children living in economic and social isolation. The target area for this program was the Albert Einstein School, 3830 Cottage Grove Avenue, Chicago, Illinois. The Einstein School operates in an area of extreme poverty. All the students live in four high-rise buildings.

Plans for the second year evaluation of the Urban Leadership Program were initiated during the summer in 1975. The inventories and tests utilized for measuring students' attitudes and cognitive growth were developed at that time. When the academic year began in September, 1975, the outside evaluator met with the Urban Leadership staff to formulate the evaluation procedures for the academic year.

On March 15, 1976 an Interim Report was submitted to the Research and

Evaluation Department which described and analyzed the second year of the program to March 1, 1976. The interim report included the following components:

1. A description of the Title III Urban Leadership Program as to its purposes, organization, students, instructional activities, and evaluation procedures.
2. An analysis of the objectives of this program including:
   A. a statement of the objectives,
   B. evaluation procedures utilized to measure the objectives, and
   C. findings based on information obtained in the putsuit of Item B just above.
3. The extent to which the program is meeting expectations in terms of the analysis as specified in Item 2 just above.
4. Summary of the effects of the program on the Einstein School, the immediate community, and city.
5. A summation of findings, conclusions, and recommendations.

This second year evaluation report will follow basically the same organization as the Interim Report. The findings of this report are based on the results presented in the Interim Report, the evaluation of the program from March 1, 1976 until the end of the program year on May 21, and a composite summary for the total school year.

Need for the Urban Leadership Program

This program focused on offering children from an economically impoverished area a community-centered and career-oriented educational experience. The program was community-centered in that it provided

opportunities for these minority and low income youth to participate in a wide variety of activities in many areas of Chicago. This community-oriented effort was interwoven with instruction in academic skills, along with activities aimed at improving attitudes and self-confidence. The Urban Leadership Program fostered career awareness throughout each session. This career emphasis provided an important means to achieve the goals of this educational effort.

"The isolation which these pupils experience is one of the primary disadvantages which they suffer, and it is to this need that the project is addressed." This was the statement made by the Project Director in his proposal for funding the project through E.S.E.A. Title III. This isolation has forced the youngsters to achieve responsibilities for adulthood much earlier than their more affluent counterparts. Wilkinson (1975) believes that this "rapid development" may well be an outcome of the necessity of developing techniques of day-to-day survival. The Urban Leadership Program was an innovative effort to provide a community-centered program which included parents and community residents in the educational process of teaching the children the skills needed for a productive life in an urban environment. As an outcome, each child gained knowledge, skills, and attitudes to understand the relationship of his own community to that of the total Chicago community.

Description of the Urban Leadership Program

Over the span of the academic year, this program was organized into three ten-week sessions (cycles). Approximately 25 sixth grade children

were enrolled in each session. Each group of youngsters was selected from all three sixth grade rooms in the Einstein School.

The instructional team in this classroom included the Project Director (the building principal), a teacher (Program Coordinator), a teacher aide, and five community aides who served as team leaders (hereafter these individuals will be referred to as team leaders). This instructional team planned and implemented a program which involved the utilization of business firms, government and private agencies as part of the instructional program. A citywide group of business and professional leaders served as consultants by actively participating in the development and the operation of the program when the children were engaged in community-centered educational activities.

A. Purpose of the Program. The general purpose of the Urban Leadership Program was to develop competencies, skills, and attitudes for urban children living in areas of economic poverty to become leaders and contributors in a large urban environment. The needs of these children were immediate, and their economic survival was dependent on them obtaining useful knowledge about careers and an understanding of the agencies and businesses that operate for the benefit of community residents. This project was designed to meet the highest priority for children in Chicago as identified by the Illinois Office of Education in its survey of critical educational needs, Reports of Title III, ESEA, Needs Assessment: the need for a program to deal with the socially disadvantaged. The purpose of the project focused on meeting this top priority.

B. Organization of the Program. During the first year of operation,

the Urban Leadership Program developed the following staff for the execution of its functions. The same organization was continued for the second year.

Program Director:	overall responsibility for the functioning of the program.
Program Coordinator:	served as the team leader for the instructional program.
Program Teacher Aide:	assisted the coordinator in preparing and supervising the instructional program.
Program Team Leaders:	served as the student's supervisor on trips, internships, and assisted with student projects.
Program Secretary:	maintained records, correspondence and developed materials.

C. Students. The students were selected from each of the three sixth grade rooms of the Einstein School. Typically, each youth participated in one ten-week session, though four students were enrolled for two sessions. During the second session, these four children followed a program tailored for their specific individual academic needs and interests. The children were selected on the basis of the benefit the program would have for their education. Since the child would travel throughout the city, the necessity for such a child to have the maturity to learn effectively by this technique was quite necessary. Additionally, the child had to express the ability and interest to plan, implement, and complete individual and group projects. This was an intensive program in which the children were expected to learn independence and leadership in an educational setting supported by a teacher, an aide, and five team leaders.

The parents were notified about the selection of their children to participate in the Title III Urban Leadership Program, and their permission was a prerequisite for the children's admission to the program. The staff involved the parents so the parents would better understand the objectives and instructional activities in which their children were participating. The parents were encouraged to meet with the program staff to discuss their children's educational progress and to observe classroom activities. Throughout the session, parents were asked to participate in the operation of the program.

In addition, the program staff made home visits in order to obtain parents' perceptions of the effects the Urban Leadership Program had on their children. They were also asked to formally evaluate the program by responding to an inventory submitted by the staff.

D. Instruction. As previously indicated, the instructional period was divided into three ten-week sessions. Each session had a one-week feedback and preparation period. This year the dates for the sessions were as follows:

Session One	September 22-November 26
Session Two	December 1-February 25
Session Three	March 1-May 21

The students were selected from three sixth grade classrooms in the Einstein School, and the teachers assisted the program staff in identifying those students who would benefit from the Urban Leadership Program. The teachers were informed of the progress of their students throughout the session.

Each ten-week session began with the program staff evaluating the

needs and interests of students. The pupils were encouraged to express their interests and help select the instructional procedures to be used to attain the goals established by the Urban Leadership Program objectives. Included in this effort was the selection by the students, within reasonable limits, of careers to study which specifically interested them.

By the end of two years of this program, topics for study included some eight areas which are listed as follows:

1. Consumerism (especially supermarkets)
2. Police
3. Mass communication--newspaper, radio, television
4. Courts
5. Urban transportation
6. Public utilities
7. Urban culture, especially as it pertains to minorities and low income families
8. Illinois Secretary of State Office

A series of comprehensive pre- and posttests were developed for each of the eight areas of study. The tests not only provided the staff with feedback on the children's level of knowledge, but the tests also gave an indication of which areas needed additional emphasis.

The students participated in a variety of activities during the ten-week session. Background reading materials were widely utilized and individualized instructional materials were an integral part of the improvement of academic and study skills. Experts from the Chicago area visited with the class. Additionally, the students developed their own

materials in studying topics of special interest to them.

An additional instructional activity developed to enhance the competence of the students in urban skills was a community and career-centered internship. The internship typically lasted eight days. Each student spent three days in a supermarket observing each aspect of its operation. Not only did this experience provide career insights applicable in many vocations, but it provided an awareness of a critical aspect of consumerism. The remaining five days of the internship were spent in agencies of more specific interest to the pupils. The internship was offered during the last weeks of the ten-week session after the student had obtained a wider understanding of the community from learning activities earlier in the session.

The internship, in a broad context, consisted of the students "shadowing" adults who were working. Team leaders accompanied the students to the agency. The instructional team was active in observing and supervising the internship. At the end of the school day (approximately 1:30), they met the team leader at an assigned location for the return to the Einstein School. Taxicabs were utilized for transportation to and from the agency in which the students were serving their internship. Each student developed an individualized or group project as a response to his study of specific topics and internship experiences. This project was a contract that the child made with the instructional team. A requirement of the student's project was that it could be readily shared with other students.

In conclusion, the discussion in this section was a general overview

of the operation of the instructional activities, which varried from session to session based on the needs and interests of the students.

E. Evaluation. The evaluation of the Urban Leadership Program had many dimensions. Students were administered the following tests at the beginning of the session: a general urban inventory, a school attitude inventory, a comprehensive cognitive test, and a self-esteem inventory. These instruments were also administered at the end of each ten-week session as posttests.

The students were also administered pre- and posttests on the specific topics which they studied during the session to ascertain their achievement on specific topics. Projects which the students developed and completed during each session were evaluated by the staff in terms of each child's interests, aptitudes, achievement, and attitudes. Students were therefore evaluated as individuals in many ways: cognitive knowledge, aptitudes, attitudes, and adjustment. In the next section, the discussion will focus on a more precise explanation of evaluation procedures.

Objectives of the Urban Leadership Program

Six objectives were established for this program. Each was stated in measurable terms and identified the program in an accountable manner for the outside evaluator. The objectives are listed on Table 1.

The objectives of the program were as follows:

1. Given a ten-week cycle of the Urban Leadership Program, fifth and sixth grade pupils participating will present individual or group projects which include photographs, maps, and at least three pages of written material on topics selected in conference with staff.

Table 1

Urban Leadership Program Objectives and
Respective Evaluation Procedures

OBJECTIVES	EVALUATION PROCEDURES
1. Given a ten-week cycle of the Urban Leadership Program, fifth and sixth grade pupils participating will present individual or group projects which include photographs, maps, and at least three pages of written material on topics selected in conference with staff.	Teacher evaluation of content, originality, effort, relevance being the major criteria
2. Given a ten-week cycle of the Urban Leadership Program, pupils will show a significant improvement in skills identified as necessary for urban competence. A pretest will be given during the first week.	1. Classroom test on selected topics of instruction 2. Reading Achievement test
3. Small groups of pupils will demonstrate their progress by means of a practical test based upon urban skills during the tenth week. A pretest of the same skills will be given during the first week.	Urban Experience Inventory
4. Given a ten-week cycle of the Urban Leadership Program, pupils will demonstrate a significant increase in awareness of and interest in areas of work options, job attitudes, consumer decisions, ethnic differences, sexist and racist barriers, and similar problems.	1. School Attitude Inventory 2. Self Esteem Inventory
5. Given a two-week orientation period, pupils will demonstrate ability to develop and complete learning contracts in regular subject areas.	Classroom teacher criteria
6. Given a five-week preparatory period, the project teacher and the principal will coordinate the development of a citywide committee of business, professional, civic, and governmental leaders.	1. Parent Inventory 2. Interview guideline for parents and teachers 3. Citywide Agency Questionnaire

2. Given a ten-week cycle of the Urban Leadership Program, pupils will show a significant improvement in skills identified as necessary for urban competence. A pretest will be given during the first week.

3. Small groups of pupils will demonstrate their progress by means of a practical test based upon urban skills during the tenth week. A pretest of the same skills will be given during the first week.

4. Given a ten-week cycle of the Urban Leadership Program, pupils will demonstrate a significant increase in awareness of and interest in areas of work options, job attitudes, consumer decisions, ethnic differences, sexist and racist barriers, and similar problems.

5. Given a two-week orientation period, pupils will demonstrate ability to develop and complete learning contracts in regular subject areas.

6. Given a five-week preparatory period, the project teacher and the principal will coordinate the development of a citywide committee of business, professional, civic, and governmental leaders.

Table 1 also gives an overview of the evaluation procedures for each objective. Three of the objectives (1, 2, and 5) lend themselves to classroom teacher evaluation. On four objectives (2, 3, 4, and 6), the outside evaluator utilized a series of instruments and guidelines to measure the objectives.

The following instruments were constructed by the outside evaluator with the assistance of the Urban Leadership Program staff:

1. School Attitude Inventory
2. Urban Experiences Inventory

The School Attitude Inventory was administered as a pre- and posttest with the latter stated in past tense. This instrument was constructed after a search of the literature failed to produce a standardized school

attitude inventory that was suitable for evaluating this objective. The evaluator constructed a series of selected items that focused on school attitudes considered important specifically for this program. The results of this instrument were analyzed by items because total scores could not be presumed to be an overall measure of school attitudes (see Appendix A).

The Urban Experiences Inventory (see Appendix B) was constructed in cooperation with the Project Coordinator and his staff. The posttest version items were changed to the past tense. The inventory is a reflection of the topics studied during each session. The purpose of the pretest was to determine the number of important urban experiences each youngster had experienced. The 20 items have a "yes," "no," and "don't know" response pattern for each item.

A third evaluation instrument utilized was the Coopersmith Self-Esteem Inventory. The self-image of lower social class youth has held the interest of educators during the past decade, and the recent article by Washington (1976) is indicative of the concern for improving the self-concept of disadvantaged youth. Only a limited number of empirical studies evaluating self-esteem levels of disadvantaged youth exist. Psychologists generally agree that a high self-esteem level is associated with good adjustment, acceptance, flexibility, happiness, freedom of anxiety, and good school achievement (McCandless and Evans, 1973, pp. 387-426). The Coopersmith Self-Esteem Inventory was selected as the means of measuring self-esteem level (Coopersmith, 1967, pp. 265-266). The scores were based on a total of 50 points. In addition, eight "lie" items were included and a check of the responses by the respondents in this project did not

indicate a tendency to fake. The scale is listed in Appendix C. The scale was initially developed to test fifth graders. Coopersmith (1959) obtained a five-week test-retest reliability coefficient of .70. Validity of the scale is suggested by positive correlation with teachers' ratings of adjustment, sociogram ratings, and inverse correlations with measures of anxiety. This inventory is probably the most popular scale for measuring self-esteem. A question posed by the evaluator is whether a ten-week session can provide valid score differences. Results gave the evaluator some indications.

A fourth instrument used to evaluate the children in the project was the Iowa Tests of Basic Skills Reading Comprehension Subtest. This well-known school achievement test is widely used throughout the nation and accepted even by educators who prefer other school achievement tests. The citywide 1975 and 1976 reading test scores were utilized to ascertain reading growth.

The students were administered a pre- and posttest comprehensive test which measured knowledge acquired during the ten-week session. This test was constructed at the beginning of the 1975-76 school year. The Urban Leadership Program staff and the outside evaluator studied the materials utilized during the first year of the program and included those materials which measured the performance objectives. The test basically measured cognitive materials and the items tended to be general in scope (see Appendix D).

A parental survey instrument, Parental Views of the Urban Leadership Program, was developed by the outside evaluator with the assistance of the

Program Coordinator and the staff. This instrument (see Appendix E) asked for parental input to improve the program. The instrument was administered by sending the instruments home with the children.

Results

The tables that follow show the data that were collected by the outside evaluator since beginning work with this year's project in late September, 1975. The analysis of findings is organized on the basis of the six objectives of the Urban Leadership Program. As noted on Table 1, evaluation procedures differed with each objective. A quick perusal of the objectives does indicate that some objectives were more readily measured than others.

The empirical data were collected by the program staff. The written analysis for each table in this part of the report offers conclusions about the data and points out selected data which offer informative perspectives about the program.

Objective One:

> Given a ten-week cycle of the Urban Leadership Program, fifth and sixth grade pupils participating will present individual or group projects which include photographs, maps, and at least three pages of written material on topics selected in conference with the staff.

This innovative educational program utilized a wide range of instructional activities for the participating students. Over one-third of the time was spent in the community through internships and field trips. This "beyond walls" instruction provided the youngsters with a realistic view of (1) careers, (2) private and public agencies, and (3) adults in a

vocational setting.

The classroom instructional program was highly diverse, enabling students to learn in a climate most suited to their specific learning styles. Classroom activities stressed the improvement of communication skills, increased interpersonal sensitivity, and personal independence. This was accomplished by emphasizing involvement of the children in projects focusing on composing personal journals, developing slides and bulletin board materials. The sharing of learning activities with the staff, parents, and peers was fostered in this learning environment.

The evaluator believes that Objective One was met based on the performance level of the students. All the projects were completed by the students satisfactorily. The reading, language, and math skills utilized to complete the contracts were further developed with individualized instructional activities. The following projects were completed:

1. The students in each of the three sessions developed slides based on their experiences in the community. Their activities were photographed and the most appropriate pictures were included in a series of slides that centered on one topic. For example, students studying the health field were photographed both while they were at a health facility and in the classroom. A slide presentation organized to present a unified theme on community health agencies was the outcome of this effort. Students were narrators and background music was included. The slide series was shared with the rest of the Title III class and with other classes in the school. Slides were developed for each of the main areas of study during the school year. The slide presentation of the students'

experiences appeared to have outstanding educational value. The children identified with the presentation for they saw their friends and themselves actively involved in an educational experience.

2. Students organized a newspaper at the end of each session as a group effort. Students wrote short articles about their experiences during the ten-week session. The stories were based on the experiences they had during the community component of the session. The students found it necessary to work closely with their classmates, which appeared to have improved their interpersonal skills and attitudes.

3. Each student kept a daily log which was supervised by the project staff. The log was also the activity used by students to write about the topics of special interest. The logs provided the students a structure for organizing knowledge acquired throughout the session, and it also provided the youth opportunities to improve their writing skills by utilizing educational experiences as the basis of their written work. The students gained an increased awareness that a good understanding of community agencies, consumer activities, and careers includes the ability to express these factors in writing. The evaluator believes that the contract objective was met as stated in Objective Two.

Objective Two:

> Given a ten-week cycle of the Urban Leadership Program, pupils will show a significant improvement in skills identified as necessary for urban competence. A pretest will be given during the first week.

As noted on Table 1, two procedures were used to measure this objective: (1) a reading achievement test, and (2) a comprehensive

classroom test. Both tests were administered as pre- and posttests. The program staff and the outside evaluator developed the comprehensive classroom test (see Appendix D). The test was designed to measure cognitive learning over the period of the ten-week session.

Reading Achievement Test Scores

The students in all three sessions were administered the Iowa Tests of Basic Skills Reading Comprehension Subtest both as a pre- and posttest. Several factors existed in the administration of the tests with which the evaluator was not particularly pleased. The administration of the reading tests was not controlled by the evaluator. The evaluator came to the conclusion that either have the tests administered as reported here or drop this specific evaluation procedure. The former alternative was selected with the hope that the readers may obtain additional information about the program. The time span between the pre- and posttests was not equal for all the sessions. The pretests were at the fifth grade level and the posttests were at the sixth grade level. The evaluator believes that validity exists utilizing only grade-equivalent scores because the test writers at the University of Iowa have obtained reliability and validity results at levels that would justify a cautious comparison between pre- and posttest scores within each session. Differences between the students in the three sessions could be an outcome of a myriad of factors. The low scores made by some groups of students place the validity of the test results under a cloud; however, the alternative of not using the tests does not resolve the problem.

For all three sessions, the citywide reading achievement test scores of April, 1975 at the fifth grade level were utilized as the pretest scores. The posttests were administered at the sixth grade level. For the first two sessions, the reading achievement subtest was administered at the end of the sessions. The results for Session One are included in Table 2, and Table 3 gives the results for Session Two. Table 4 shows the results of the city-wide reading achievement tests administered in April 1975 and 1976, respectively, for the students enrolled in the third session. The four students who matriculated in two sessions were included in the third session group.

As just was discussed, the time span between the pre- and posttests differed for each of the three sessions. The pretest scores for the three sessions were the results obtained in the citywide testing program held during April, 1975. However, the posttests for the first two sessions were given at the close of each of the respective ten-week sessions. For the third session, the April, 1976 citywide test results were considered the posttest. Thus, the third session posttests were not given at the close of the session.

Tables 2, 3, and 4 present the pre- and posttest mean ($\overline{X}$) scores, standard deviations (SD), and t-test (Walker and Lev, 1953, pp. 151-154) results for each of the three sessions. The mean scores are grade equivalents. For this series of t-tests and all subsequent t-tests in this study, alpha was set at .05 for statistical significance.

Table 2

Pre- and Posttest Results on the Iowa Tests of Basic Skills
Reading Comprehension--First Session

Test	Number of Students	$\bar{X}$	SD	df*	t
Pretest	22	3.22	.99	42	1.33
Posttest	22	3.61	.91		

df* = degrees of freedom

Table 3

Pre- and Posttest Results on the Iowa Tests of Basic Skills
Reading Comprehension--Second Session

Test	Number of Students	$\bar{X}$	SD	df	t
Pretest	22	3.51	.99	42	1.42
Posttest	22	4.05	.91		

Table 4

Pre- and Posttest Results on the Iowa Tests of Basic Skills
Reading Comprehension--Third Session

Test	Number of Students	$\bar{X}$	SD	df	t
Pretest	28	4.13	1.05	54	2.57*
Posttest	28	4.95	1.29		

*Significant at the .01 level

Table 2 shows that the students did make achievement reading test score gains during the first session. For this group, the improvement was 3.9 months. The students in the second session made a 5.4 month gain. The third session youngsters made a 8.2 months gain on their test scores as shown on Table 4.

A second procedure utilized to measure Objective Two was the Comprehensive Examination. This test consisted of 97 items using a variety of procedures to measure the children's knowledge of urban skills. The multiple-choice test was given both as a pre- and posttest. The mean scores, standard deviations, and t-test scores for the three sessions are reported in Tables 5, 6, and 7. A copy of the test is in Appendix D.

This test was constructed by the program staff with the assistance of the outside evaluator. The test included a sampling of the educational experiences encountered by the students in each of the three ten-week sessions. The test was comprehensive in that the questions were based on

Table 5

Pre- and Posttest Scores on the Comprehensive Examination to Measure Urban Competence--First Session

Tests	Number of Students	$\bar{X}$	SD	df	t
Pretest	21	34	9.81	40	9.21*
Posttest	21	72.57	15.41		

*Significant at the .001 level

Table 6

Pre- and Posttest Scores on the Comprehensive Examination to Measure Urban Competence--Second Session

Tests	Number of Students	$\bar{X}$	SD	df	t
Pretest	23	44.78	10.64	44	3.80*
Posttest	23	72.09	18.31		

*Significant at the .001 level

Table 7

Pre- and Posttest Scores on the Comprehensive Examination to Measure Urban Competence--Third Session

Tests	Number of Students	$\overline{X}$	SD	df	t
Pretest	22	50.68	12.58	40	9.32*
Posttest	22	85.14	11.48		

*Significant at the .001 level.

the materials studied on the major topics included in each session. The test also provided the staff with another measure to compare the three groups of students taught during the year. Furthermore, the test was a guide to give a sound indication of the strengths and weaknesses of individual students.

A comparison of the results of the pre- and posttest comprehensive tests shows that students made considerable progress during each session. As noted on Table 5, the posttest mean scores were more than double the mean pretest scores for the first session group. The second and third sessions had higher pretest scores than the first session group, but both groups made gains, as shown on Tables 6 and 7. The mean score gain of the second session was approximately 60%, and the third session group made about a 70% pre- to posttest mean score gain. The observed values of the t-test scores for each of the three sessions indicated a probability of less than .001. These obtained scores indicated that statistical

significance was achieved.

Objective Three:

> Small groups of pupils will demonstrate their progress by means of a practical test based upon urban skills during the tenth week. A pretest of the same skills will be given during the first week.

This objective was measured by the Urban Experiences Inventory (see Appendix B). The outside evaluator constructed this instrument in general terms realizing that all the items would not be applicable for each session. The Urban Experiences Inventory was administered as both a pre- and posttest. Tables 8 and 9 show the composite results of the responses offered by the students in all three sessions.

To make the analysis more meaningful, the items on the Urban Experiences Inventory were divided according to content areas into two tables. All of the items of this inventory were not included in this analysis because some items were not applicable to all the children in each session. The first table for this analysis (Table 8) has items related to the areas of transportation and the legal system.

A total of 73 students' scores are included in the data on Table 8. The results indicated that during the Urban Leadership session the children had transportation experiences so necessary for survival in an urban setting. The use of a pay phone without a coin is critical knowledge in the areas where these children live, and considerable difference exists between the pre- and posttest scores on this item. It is not clear to the evaluator why 30% of the students responded negatively to the question on "court of law" even though the students visited courts

Table 8

Pre- and Posttest Scores on the Urban Experiences Inventory--Transportation and the Legal System--All Sessions

Objective 3

Item	Pretest			Posttest		
	Yes	No	DK*	Yes	No	DK*
Have you ever had a ride on a CTA bus or an elevated train?	46	16	11	70	2	0
Have you ever had a ride on an Illinois Central train?	42	22	8	68	3	2
Have you ever seen a woman bus driver?	61	11	0	69	3	0
Can you tell time on a bus transfer?	55	10	8	67	4	2
Is it possible to use a pay phone without having money?	24	30	18	56	14	2
Have you ever been in a court of law?	11	54	8	45	22	6
Do you think a policeman is your friend?	51	14	7	56	11	5
If you saw someone in trouble or badly hurt, would you call the police?	56	6	7	61	5	5
Do you know where the fire station is located?	28	33	12	53	10	10

*Don't know

Table 9

Pre- and Posttest Scores on the Urban Experiences Inventory--Consumerism--All Sessions

Objective 3

Item	Pretest			Posttest		
	Yes	No	DK*	Yes	No	DK*
Have you ever looked up a telephone number in the yellow pages of the phone book?	57	15	2	62	9	0
Have you ever shopped alone or with a friend in the supermarket?	67	6	0	72	0	0
Do you read advertisements in newspapers?	52	36	4	62	19	2
Have you ever seen food coupons or stamps that are used in the supermarket?	54	19	10	50	14	12
Have you ever been in a bank?	38	35	0	56	16	0
Have you ever bought a money order?	16	40	7	48	21	4
Do you think the newspaper has much news?	35	36	0	52	18	2

*Don't know

during the session. About the same proportion of the children perceived policemen as friends on the pre- and posttests. Overall, the responses did indicate a trend that the students were more aware of various urban experiences in the areas of transportation and the legal system by the end of the sessions.

Table 9 has the same format as Table 8. The items in this table focus on issues pertaining to consumerism. The students did show increased awareness in each of the consumer items analyzed. The two questions reflecting on the children's familiarity with newspapers indicated that many students were not particularly attuned to this media. The students seemed to have become well acquainted with supermarkets and by the time they completed the Urban Leadership Program, they had spent three days in a supermarket as a part of their internship. Increased emphasis on financial consumerism could have been made, based on the number of students who were not familiar with banks and money orders.

The results indicated substantial progress was made by the children in developing increased competence and awareness in urban skills as suggested by the behavioral statement of Objective Three.

Objective Four:

> Given a ten-week cycle of the Urban Leadership Program, pupils will demonstrate a significant increase in awareness of interest in areas of work options, job attitudes, consumer decisions, ethnic differences, sexist and racist barriers, and similar problems.

Two instruments were selected to measure this objective. (1) School Attitude Inventory, and (2) Coopersmith's Self-Esteem Inventory.

As previously reported, the first instrument was specifically constructed for this project, and the second instrument has been used in many schools throughout the country.

The School Attitude Inventory (see Appendix A) was administered both as a pre- and posttest to the students in all three sessions. The results of this inventory were divided into two tables according to the topics of the items.

Table 10 shows the pre- and posttest results of that part of the School Attitude Inventory primarily concerned with the interpersonal views of the children enrolled in the Urban Leadership Program. The five items grouped on this table give some indication of the youngsters' views, as a group, on the issues of acceptance by their classmates and parental reactions. Learning to relate and deal with others are important factors in the development of urban skills. The items (in the first column) are from the pretest version of this inventory (see Table 10). However, the posttest items are written in the past tense.

Table 10 shows an improvement of attitudes of the students based on differences between pre- and posttest results. Nearly all of the responding students believed that they made new friends in the class, even though nearly one-third had shown some apprehension on this factor on the pretest. Generally, their perceptions of parental views of the Urban Leadership Program were favorable. An improvement in this area was indicated at the end of each of the sessions.

A greater percentage of children at the end of the session (nearly 80%) enjoyed the session as compared to approximately 50% who thought they

Table 10

Pre- and Posttest Scores on Interpersonal Views of the Children on the School Attitude Inventory--All Sessions

Objective 4

Item	Pretest			Posttest		
	Yes	No	DK*	Yes	No	DK*
Do you think you will make new friends in this class?	50	7	12	66	4	0
Are your parents pleased that you are attending this class?	26	9	34	52	6	11
Do you enjoy being with students from the other classrooms?	50	14	5	57	12	0
Do you think you will enjoy attending this class?	33	20	14	55	5	9
Do you think you will be a part of things in this class?	32	18	18	48	4	16

*Don't know

would enjoy the session at the time of the pretest. A positive improvement is noted on the responses to the item, "Do you think you will be part of things in this class?" When asked this question in the past tense on the posttest, only four respondents did not agree with the statement as compared to 18 at the beginning of the sessions. However, 16 children did not know whether or not they were a part of things at the end of the ten-week wession.

On Table 11, the students' responses to those items on the School Attitude Inventory which focused on school learning are reported. Overall, the students responded quite favorably on the items which makes it difficult to make impressive gains on the posttest. About 46% of the youth were concerned about riding the bus to different areas of the city when asked about this during the first week of the session. However, 90% did not express this concern by the tenth week.

The remainder of the items indicated responses that students held good school attitudes as reflected by their responses to the specific items. The importance of reading as perceived by the students did show that the necessity for this important academic skill had impressed them. Writing also received strong support as an enjoyable experience, which is a very important perception for the children to possess.

In summary, the responses of the items in the School Attitude Inventory indicated that the students had positive attitudes toward the Urban Leadership Program in those areas included in the inventory.

The second instrument used to measure this objective was the Coopersmith Self-Esteem Inventory. This test was administered to the

Table 11

Pre- and Posttest Scores on Learning Activities Views of the Children on the School Attitude Inventory--All Sessions

Objective 4

Item	Pretest			Posttest		
	Yes	No	DK*	Yes	No	DK*
Do you think you will be doing many different things in class?	46	12	10	59	6	3
Do you enjoy riding to other parts of the city in a city bus?	37	25	7	62	5	2
Will you enjoy studying about different types of jobs?	51	11	6	61	5	6
Will you enjoy meeting different people when you make trips in the city?	48	14	7	68	1	1
Are you interested in knowing more about jobs?	62	4	2	62	4	3
Are you interested in traveling by bus to different parts of the city?	48	12	8	62	4	3
Do you believe that being a good reader is important for a job?	62	4	2	69	0	0
Do you enjoy writing?	59	17	2	58	10	2
Do you believe that learning new words can be fun?	54	10	5	66	3	1

*Don't know

children in each session as a pre- and posttest. In addition, a control group of sixth graders from a neighboring school with a student population nearly identical in educational and social background as the youth in the Einstein school was administered the test during the first part of October. The results of the inventory are listed in Table 12 and the test is listed in Appendix C.

The students were not required to place their names on the Self-Esteem Inventory because it has a personality measurement component. The analysis as shown on Table 12 records the mean scores and standard deviations for the total group of children who participated in the Urban Leadership Program during the 1975-76 academic year.

Table 12

Results of the Coopersmith Self-Esteem Inventory as Recorded by the Program Students and Control Population--All Sessions

Objective 4

Population	Number of Students	$\bar{X}$	SD	df	t
Pretest Urban Leadership	69	31.0*	6.70	136	1.82*
Posttest Urban Leadership	69	33.1*	6.49		
Control	24	33.8	4.19		

*Significant at the .05 level

The results on Table 12 show that the composite mean score for the three sessions was higher for the posttests than the pretests, and the observed value of the t-test was 1.82 which has a probability of less than .05.

Objective Five:

> Given a two-week orientation period, pupils will demonstrate ability to develop and complete learning contracts in regular subject areas.

This objective was measured by criteria developed by the Program Coordinator and the staff. Each student was assigned contracts to complete both on an individual basis and as part of a group. All the students were expected to participate in the contract learning. All the students completed the assigned contracts satisfactorily throughout the year. Three types of contracts were completed by the program participants. Two of the learning activities utilizing the contract system, slide programs and newspapers, were discussed as part of Objective One. The third learning activity, the internship, will be discussed in the analysis of this objective. All the contracts were individualized. Both commercial and teacher-made individualized instructional materials were utilized to improve reading, language, writing, and arithmetic skills. The activities were made an integral part of the contract activities as much as possible.

The internship played a vital role for the children in bridging the gap between the classroom and the community. The internship underwent some changes this year in order to reflect the consumer needs of the

children more closely. The changes were basically reflected by the three days that each youngster interned at a supermarket. The cooperating supermarkets were Hillman's, Jewel, and National. For the remaining five days, the students interacted with adults in a working environment. This part of the internship was viewed primarily as a career awareness experience. Following are examples of agencies and businesses in which students completed internships:

1. Benson-Rixon
2. Dearborn Development Center (health rehabilitation)
3. Dr. George Smith (dentist)
4. South Austin Realty
5. Equitable Insurance
6. Garden City Trucking
7. South Austin Day Care Center
8. Radio Station WBMX
9. King Community Center
10. Chicago Board of Health
11. Chicago Police Department
12. Unique Tailor
13. Office of the Secretary of the State of Illinois
14. Goodie's Department Store

Activities in the internship included compiling questions to ask the adults in their work roles, research in the classroom about the agency or industry, and maintenance of a daily log. The students did a short project paper which summarized their eight-day internship. The program

staff maintained close supervision of the internship experience. They assisted the students when deemed necessary and played an active role in assisting students develop the slides which were part of the group project in which all the youth participated.

Closely tied to the internships were the series of field trips to various community agencies and businesses during the ten-week session. Preceding each visit, students were given an in-class orientation to provide background information in order to better understand the agency or business. Reading assignments emphasizing skill attainment were developed by the staff and the students were also encouraged to write about their experiences. The students visited a diversified range of agencies including the courts, Fire Academy, Postal Service, Chicago Sun-Times, Chicago Water Filtration Plant, Illinois Central Railroad, Illinois Bell Telephone, Social Security Administration, and the Chicago Police Department. The trips provided the children a broadly scoped picture of Chicago which made their classroom work more relevant. Additionally, the children gained greater insights into careers which in turn provided an excellent background for the eight-day internships.

Objective Six:

> Given a five-week preparatory period, the project teacher and the principal will coordinate the development of a city-wide committee of business, professional, civic and government leaders.

The involvement of the parents and community leaders in any innovative educational program is most useful. Originally, the goal perceived for this objective was to have a citywide advisory committee

to assist the program staff develop an educational program in which the students would have the city at their disposal as a reality-oriented educational setting. During the first year, it was evident that this committee would not function. Personnel in the agencies and businesses were willing to cooperate, but apparently felt they did not have the time to participate as active members of a citywide advisory committee. Many gave freely of their time and talents by inviting the class to their firms or agencies. Others visited the class.

The Program Coordinator and the staff developed a city advisory questionnaire. The questionnaire was sent out to those businesses and agencies that worked with the internship program in this project. This questionnaire was sent to the respondents both before and after the internship. This offered the cooperating firms an opportunity to give their views about the Urban Leadership Program. This provided sound feedback that was needed since the citywide advisory committee was not formed. A copy of the questionnaire is listed in Appendix F.

In order to improve the evaluation of the Urban Leadership Program as stated in Objective Six, it was decided to send the parents of the children a questionnaire. This questionnaire (see Appendix E) was developed by the evaluator with the assistance of the program staff. It was decided to send the questionnaire home with the children, and have them return the completed instrument to their teachers. The instrument was given to the parents in May and 70% of the parents (51 of 73) responded.

The results on Table 13 indicated strong support of the Urban

Table 13

Parental Views of the Urban Leadership Program--All Sessions

Objective 6

Item	Responses Yes	No
Do you believe that your child was more interested in school while he or she was in the Urban Leadership Program?	49	2
Did your child talk to you about visits that he or she made to different places in the city?	49	2
Do you believe that studying about occupations and careers in the Urban Leadership Program is a good idea?	51	0
Were you given adequate information about the activities of this program?	43	8
Do you believe that your child has a better understanding of the city since being enrolled in this program?	50	1
Do you believe that your child benefited from visiting various places throughout the city?	46	4
Did your child enjoy being with the other children in the class during the program?	48	3
Does your child seem more interested in traveling after riding the I.C. and CTA?	47	3
Did your child discuss his or her project paper which was completed during the project?	43	8
Would you like your child to be in another program similar to the Urban Leadership Program?	48	3
Do you believe that you have had enough opportunities to be involved with the Urban Leadership Program?	36	15

Leadership Program by the parents based on yes and no responses. Three items were answered negatively by eight or more parents. Two items dealt with knowledge and involvement by parents with the program. Approximately 29.4% of the respondents believed they weren't offered enough opportunities to become involved with the program. However, the staff visited the parents' homes and efforts were made to have them visit program activities. Parents were informed of program activities by written messages sent home with the children.

Overall, the results of the questionnaire indicated overwhelming support of the Urban Leadership Program by the responding parents. They appreciated the extra effort the program required. They unanimously supported the career emphasis in the program. Nearly all the parents wanted their child to have another opportunity to be part of a special program like the Urban Leadership Program.

Summary of Results:

The findings and conclusions offered in this evaluation of the Urban Leadership Program were based on:

1. data received in response to the instruments analyzed in this report;
2. observation of classroom activities; and
3. meetings with the personnel identified with all aspects of this program.

The goals of the Urban Leadership Program were formulated as stated by the six objectives. Findings pertaining to the six objectives were

analyzed and reported in the previous discussion. A summary of the findings of each objective is stated below.

The first objective was not measured by empirical tests, but the evaluation was based on studying the materials the students completed for each session. Group and individual projects by the children in each of the three sessions were outstanding. The projects were classified into three categories: (1) six slide series based on their community experience including internships, (2) a newspaper compiling the experiences of the students during each session, and (3) daily logs completed on an individual basis which were summarized into a final short paper. Individual responsibility was the central theme in achieving performance that was satisfactory in meeting this objective.

The second objective focused on the measurement of educational achievement. The first measures were pre- and posttest scores on reading achievement tests. The students in all three sessions made score gains. A second measure was a classroom comprehensive test. The test was constructed to test a sample of knowledge in the major areas of study in order to obtain an evaluation of student competence of selected urban skills. In all three sessions, the students made good pre- to posttest gains. The two measures utilized to evaluate Objective Two did give an indication that the students made solid gains in understanding the skills needed to develop leadership qualities in the urban setting.

The third objective was measured by the Urban Experiences Inventory which was developed by the program staff and the outside evaluator. It sought to measure the knowledge and experiences of the students about

selected factors in urban living. The test results did show that the youth gained an increased awareness of consumerism, the legal system, and public transportation over the course of each session.

The Coopersmith Self-Esteem Inventory and the School Attitude Inventory were selected to measure Objective Four. Both of these inventories were given as pre- and posttests. The results of the School Attitude Inventory, which was constructed by the staff and the outside evaluator, indicated that the children exhibited improved attitudes toward school on the selected factors included in the inventory. As was expected, the scores on the Self-Esteem Inventory did not greatly change over the period of ten weeks. However, the overall posttest scores were higher than the pretest scores which does indicate that results were going in the correct direction.

The fifth objective, as was the case with the first objective, basically used classroom procedures for evaluation. As indicated on the discussion of this objective in the results section, the students throughout the year benefited from the contract system of learning. The success of the internship program, the newspaper, the slides, the individualized instruction, and the daily logs was dependent on the willingness and ability of the youth to take responsibility for satisfactorily completing the assigned tasks. The initiative of the students was important when they were participating in the contracts. The experiences offered by the Urban Leadership Program should have enabled the participants to be more self directing. Also, the contract system provided the children with a better comprehension of how the urban

environment is interwoven with the need to improve academic and study skills.

The sixth objective of the Urban Leadership Program was evaluated by parents of the children in the program and the community citizens who cooperated with the program by offering internships, tours of their facilities, and visits to the classroom. The parents gave overwhelming approval to the Urban Leadership Program. A minority of the parents felt that they would have liked to have had greater involvement; however, the outside evaluator believes that the staff did an outstanding job in efforts to involve parents. The enthusiastic support of the parents was another indication that a strong community-oriented program with a career and consumer orientation has tremendous possibilities for the future in education.

The community members who worked with the program indicated that they thought the program was most worthwhile. An informal evaluation did show that the community members welcomed the opportunity to provide assistance for the program.

Program Expectations

As shown in the section on findings, a variety of evaluation procedures were utilized and several conclusions can be made about the Urban Leadership Program upon completion of its second year of operation.

As with any educational program, certain parts exceeded expectations. Listed are the major program results that occurred during the second year of this Title III project.

1. The adjustment of the children to this innovative educational project was impressive. Their attitudes, as a whole, steadily improved. The changed emphasis and organization of the internship proved productive. The breaking down of cultural barriers was achieved in many ways by having the children actively involved as both learners and participants in the mainstream community. The youth also gained first-hand impressions of the vocational roles of adults and the importance of industry and public agencies in Chicago.

2. The testing and evaluation of this Title III Program was varied both in the cognitive and affective domains. Students were given inventories that evaluated their school attitudes, self-esteem, urban experiences, reading achievement, and progress in classroom activities. The program staff spent considerable time developing individualized instruction activities in the basic study skills as mentioned in the discussion of Objective Five. These materials were used in conjunction with commercial individualized instructional programs; however, the staff prepared materials which were more relevant to the immediate learning needs of the children in the program. The outside evaluator believes that the time and effort needed to develop these individualized instructional materials were most worthwhile.

3. The academic achievement of the students was generally quite satisfactory based on the reading achievement and comprehensive test scores. The students made good pre-to-posttest score gains on the comprehensive test. The achievement level of the pupils on this classroom test was quite satisfactory based on the mean scores of the three groups.

4. The flexibility built into the Urban Leadership Program had many benefits. The needs and interests of the students were the critical variable in the instructional program. The staff was eager to experiment with various instructional procedures and revision of the curriculum was a continuous process.

5. The program has been "open." Personnel from the city were invited into the class. Feedback from those who provided internships was sought for program improvement. The evaluator has found that all individuals working with the Urban Leadership Program were candid and open to suggestions for improvement. The Program Director sought to provide new and different avenues for the children to upgrade their urban competencies. His efforts to find an optimum learning environment for the children were well received by the Program Coordinator and staff. Professional cooperation was most refreshing, and the evaluation of this project was more effective and efficient as a result of this productive attitude.

In what ways has the program not met up to expectations?

1. Extent of parental involvement always appears as an issue in any educational program. The staff made fine efforts to involve parents; but for a wide variety of reasons, they did show a reluctance, as a group, to take part in program activities. Means of gaining greater parental participation in community programs need more attention.

2. Further development of the internship would bear considerable benefits for future projects of this nature. The staff did an outstanding job in developing the internship during the past two years. Further

experimenting could include the possibility of having internships for three days a week with the students returning to class for two days.

3. The possibility of having classroom teachers working more closely with the project would have enhanced the transition of the students to and from the ten-week session. Of course, scheduling teachers for increased participation may involve various difficulties.

Effect of the Program

The Urban Leadership Program facilitated at least three significant changes in the Einstein School:

1. This program took career education into the community. Internships for sixth graders had little precedent but proved successful. The active role played by adults from various community agencies and businesses during the internships gave the Einstein School additional "helpers" in educating the children.

2. The students had an opportunity to become active participants in the mainstream Chicago community. Cultural and racial barriers for these students are overwhelming, and this program took a big step in providing students with knowledge to understand the many opportunities Chicago does offer its citizens.

3. The field trips, internships, visitors to the classes, and the development of instructional materials by the staff helped the students understand the many coping and survival skills needed for effective citizenship in a large urban environment.

Conclusion

The Title III Urban Leadership Program had six objectives in providing an innovative educational project to prepare the children in the Einstein School to overcome cultural and racial barriers in order to participate in the mainstream Chicago community. This program provided career-oriented internships, individual and group projects, application of study skills to enhance the understanding of careers, and the urban environment as consumers, field trips, and intensive individualized instruction. This year's program objectives were identical with the first year's objectives. However, changes and improvements were made.

The second year of this Title III was seen as a continued improvement in program quality from the first year of the program. The staff was more experienced with most returning for the second year, and opportunities to build increased flexibility into the program in order to more precisely meet the specific educational needs of individual students were provided. Both the individual and group projects completed by the students gave indication that substantial academic and social growth had occurred. A major affective outcome of the projects was the increased awareness by the students of the need to cooperate with others in both the school and community setting.

This year the internship program was organized so that a greater range of learning opportunities was offered to the children. Last year, the internship was basically a five-day career-oriented activity. This year the internship was comprised of participating in a five-day experience which was career-oriented and a three-day experience in a food

supermarket with a consumerism emphasis. Cooperating agencies and business firms were more familiar with the purposes and goals of this community-oriented program. Furthermore, additional learning materials were developed which related closely to the internships and the other community components of the program.

The construction of a comprehensive test measuring all major topics studied during each ten-week session gave the staff more precise information about the cognitive growth of the children. The newspaper project and the daily logs gave the youngsters considerable opportunity to improve writing skills.

The parents were strongly supportive of the Urban Leadership Program, and they indicated that their children had a very profitable learning experience. Business and government personnel were active in the program through classroom visitation to share their expertise, providing internships and offering tours of their facilities. Informal feedback did indicate that these individuals had very positive feelings about the Urban Leadership Program.

As with any educational program, many beneficial aspects are difficult to measure empirically, but the program did provide the children with many new experiences. The children appeared pleased with the Urban Leadership Program and they did make good progress. The community became more aware of the possible opportunities of working as partners in an educational endeavor. Additionally, the tests did show good academic achievement and observation of the instructional activities indicated that the children's interpersonal skills and attitudes toward school were improved.

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APPENDIX A

SCHOOL ATTITUDE INVENTORY

We would like you to answer each question below by circling the word that best describes your feelings. This is not a test. Do not put your name on the paper.

Sample question:

Do you like Pepsi?	(Yes)	No	Don't Know

1. Do you think you will make new friends in this class?	Yes	No	Don't Know
2. Are your parents pleased that you are attending this class?	Yes	No	Don't Know
3. Do you enjoy being with students from the other classrooms?	Yes	No	Don't Know
4. Do you think you will enjoy attending this class?	Yes	No	Don't Know
5. Do you think you will be a part of things in this class?	Yes	No	Don't Know
6. Do you think you will be doing many different things in this class?	Ye	No	Don't Know
7. Do you enjoy riding to other parts of the city in a city bus?	Yes	No	Don't Know
8. Will you enjoy doing different things with students in this class?	Yes	No	Don't Know
9. Will you enjoy studying about different types of jobs?	Yes	No	Don't Know
10. Will you enjoy meeting different people when you make trips in the city?	Yes	No	Don't Know
11. Do you believe that you will learn a great deal from the project that you will complete for this class?	Yes	No	Don't Know
12. Do you think that you will enjoy working on your project in this class?	Yes	No	Don't Know

13.	Do you think that you will find your project interesting?	Yes	No	Don't Know
14.	Are you interested in knowing more about jobs?	Yes	No	Don't Know
15.	Are you interested in traveling by bus to different parts of the city?	Yes	No	Don't Know
16.	Do you believe that being a good reader is important for a job?	Yes	No	Don't Know
17.	Do you believe that learning new words can be fun?	Yes	No	Don't Know
18.	Have you ever talked to adults about their jobs?	Yes	No	Don't Know
19.	Do you enjoy writing?	Yes	No	Don't Know
20.	Do you enjoy working with students in your class when you do projects and study?	Yes	No	Don't Know

APPENDIX B

URBAN EXPERIENCE INVENTORY

We would like you to answer each question below. Most of the questions are answered by circling the word that best describes your experiences. This is not a test. Do you put your name on this.

****

1.	Have you ever had a ride on a CTA bus or elevated train?	Yes	No	Don't Know
2.	Have you ever had a ride on an Illinois Central train?	Yes	No	Don't Know
3.	Have you ever seen a woman bus driver?	Yes	No	Don't Know
4.	Can you tell time on a bus transfer?	Yes	No	Don't Know
5.	Have you ever looked up a phone number in the telephone book?	Yes	No	Don't Know
6.	Is it possible to use a pay phone without having money?	Yes	No	Don't Know
7.	Have you ever shopped alone in a market?	Yes	No	Don't Know
8.	Do you read advertisements in newspapers?	Yes	No	Don't Know
9.	Have you ever used food coupons or food stamps that are used in the supermarket?	Yes	No	Don't Know
10.	Have you ever been in a court of law?	Yes	No	Don't Know
11.	Have you ever been in a bank?	Yes	No	Don't Know
12.	Do you think a policeman is your friend?	Yes	No	Don't Know
13.	Have you ever bought a money order?	Yes	No	Don't Know
14.	Have you ever used your local public library?	Yes	No	Don't Know
15.	If you saw someone in trouble or badly hurt, would you call the police?	Yes	No	Don't Know
16.	Do you know what is the content section of the newspaper?	Yes	No	Don't Know

17.	Do you think the newspaper has much news for you?	Yes	No	Don't Know
18.	Have you ever been to the Art Institute located in the loop?	Yes	No	Don't Know
19.	Do you know what causes air pollution?	Yes	No	Don't Know
20.	Do you know where the local fire station is located?	Yes	No	Don't Know

APPENDIX C

SELF-ESTEEM INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check (✓) in the column, "Like Me."

If the statement does not describe how you usually feel, put a check (✓) in the column "Unlike Me."

There are no right or wrong answers.

		Like Me	Unlike Me
1.	I spend a lot of time daydreaming.	____	____
2.	I'm pretty sure of myself.	____	____
3.	I often wish I were someone else.	____	____
4.	I'm easy to like.	____	____
5.	My parents and I have a lot of fun together.	____	____
6.	I never worry about anything.	____	____
7.	I find it very hard to talk in front of the class.	____	____
8.	I wish I were younger.	____	____
9.	There are lots of things about myself I'd change if I could.	____	____
10.	I can make up my mind without too much trouble.	____	____
11.	I'm a lot of fun to be with.	____	____
12.	I get upset easily at home.	____	____
13.	I always do the right thing.	____	____
14.	I'm proud of my school work.	____	____
15.	Someone always has to tell me what to do.	____	____

		Like Me	Unlike Me
16.	It takes me a long time to get used to anything new.	____	____
17.	I'm often sorry for the things I do.	____	____
18.	I'm popular with kids my own age.	____	____
19.	My parents usually consider my feelings.	____	____
20.	I'm never unhappy.	____	____
21.	I'm doing the best work that I can.	____	____
22.	I give in very easily.	____	____
23.	I can usually take care of myself.	____	____
24.	I'm pretty happy.	____	____
25.	I would rather play with children younger than me.	____	____
26.	My parents expect too much of me.	____	____
27.	I like everyone I know.	____	____
28.	I like to be called on in class.	____	____
29.	I understand myself.	____	____
30.	It's pretty tough to be me.	____	____
31.	Things are all mixed up in my life.	____	____
32.	Kids usually follow my ideas.	____	____
33.	No one pays much attention to me at home.	____	____
34.	I never get scolded.	____	____
35.	I'm not doing as well in school as I'd like to.	____	____
36.	I can make up my mind and stick to it.	____	____
37.	I really don't like being a boy/girl.	____	____
38.	I have a low opinion of myself.	____	____

		Like Me	Unlike Me
39.	I don't like to be with other people.	____	____
40.	I'm never shy.	____	____
41.	There are many times when I'd like to leave home.	____	____
42.	I often feel upset in school.	____	____
43.	I often feel ashamed of myself.	____	____
44.	I'm not as nice looking as most people.	____	____
45.	If I have something to say, I usually say it.	____	____
46.	Kids pick on me very often.	____	____
47.	My parents understand me.	____	____
48.	I always tell the truth.	____	____
49.	My teacher makes me feel I'm not good enough.	____	____
50.	I don't care what happens to me.	____	____
51.	I'm a failure.	____	____
52.	I get upset easily when I'm scolded.	____	____
53.	Most people are better liked than I am.	____	____
54.	I usually feel as if my parents are pushing me.	____	____
55.	I always know what to say to people.	____	____
56.	I often get discouraged in school.	____	____
57.	Things usually don't bother me.	____	____
58.	I can't be depended on.	____	____

APPENDIX D

COMPREHENSIVE EXAMINATION

MULTIPLE CHOICE

1. The people who work in a supermarket are all

   1. managers
   2. employees
   3. owners
   4. employers

2. Which item are you most likely to be able to buy in a drug store department?

   1. sweater
   2. eggs
   3. shampoo
   4. chairs

3. When a supermarket sells its own brand of product instead of a well-known brand, the product is known as a

   1. special
   2. discount
   3. private label

4. Which one of the following is a liquid measure?

   1. quart
   2. inch
   3. pound

5. What is a doctor called who deals with the sickness of the mind?

   1. general practitioner
   2. pediatrician
   3. psychiatrist
   4. surgeon

6. How often should you visit the dentist?

   1. once a year
   2. twice a year
   3. three times a year
   4. once every two years

7. What is the speed limit for automobiles in this country?

   1. 50 miles per hour
   2. 55 miles per hour
   3. 60 miles per hour
   4. 70 miles per hour

8. A road sign in the shape of a house means

   1. pedestrian crossing
   2. stop sign
   3. no passing allowed
   4. yield

9. A person who designs a building is balled

   1. an architect
   2. a contractor
   3. a carpenter

10. Cardiac arrest is another name for

    1. death
    2. heart attack
    3. choking
    4. fainting

11. In a police station, how many copies of fingerprints are taken?

    1. one
    2. two
    3. three
    4. five

12. Women are immediately taken to the main station when arrested because

    1. this is the only place to send the women.
    2. women are arrested in a different way than men.
    3. it is against the law to put women in jail.

13. One type of communication that requires us to write down what we wish to say and then is sent out over a special typewriter is called

    1. your parents
    2. the government
    3. a telegram

14. Who owns the telephone in your home?

    1. your parents
    2. the government
    3. the telephone company

15. The owner and the printer of a newspaper is called the

    1. publisher
    2. editor
    3. reporter

16. If you had a choice between three exits and you are trapped in a fire, which would you choose?

    1. elevator
    2. window
    3. stairway

17. Who is the only person that may issue a search warrant?

    1. policeman
    2. judge
    3. lawyer

FILL IN THE BLANKS ON THE FOLLOWING QUESTIONS

1. Where can you buy a money order?_____

2. What number do you dial to find a telephone number you do not know?
   _____

3. When you need assistance in finding information about the time, you call what number?_____

4. If you needed the fire department and you did not know the number, what number would you dial?_____

5. Each news article in the newspaper must contain the answers to six very important questions. Name four of them.

   _____ _____

   _____ _____

6. What is the name of your local hospital?_____

7. Firemen wear a special protective suit when the heat is much too high for them. This suit is called an_____

8. A vehicle used for air lifting persons away from a fire to rescue them is called a_____

9. Name two ways a reporter receives new information.

_____ _____

10. Name two pieces of identification you must show in order to obtain a driver's license.

_____ _____

11. Name two ways in which water is polluted.

_____ _____

TRUE AND FALSE

1. When a traffic control signal light turns green, you are required by law to wait until all cross traffic has cleared the intersection.

TRUE FALSE

2. Soft water has more minterals in it than hard water.

TRUE FALSE

3. The water you drink is boiled before it comes to your house.

TRUE FALSE

4. CTA bus drivers are required to take special tests before they can drive a bus.

TRUE FALSE

5. You need a transfer to switch from one CTA vehicle to another.

TRUE FALSE

6. The Police Department does not have a direct line to the Fire Department; therefore, we must call the Fire Department directly if there is a fire.

TRUE FALSE

7. In order to become a city detective, all men are required to first become a police officer and then afterward they are allowed to take a test. If they pass the test with high grades, they may then become a city detective.

TRUE FALSE

8. Policeman are never really off duty. They remain on duty, and part of their responsibility is to stop all crime that they see whether they are in uniform or not.

TRUE FALSE

9. Each person who is taken to jail must be fingerprinted and photographed before they are taken to their cells.

TRUE FALSE

DEFINITIONS

1. GENERATING

   1. The act by which mechanic_ energy is changed into electrical energy
   2. A castrated male horse
   3. The act or process of providing or fitting

2. FIXTURE

   1. a narrow opening or crack
   2. something attached to another as a permanent part
   3. foul or putrid matter

3. POLLUTE

   1. to make clean, and fit to drink
   2. to make unfit and harmful for living purposes
   3. clear and clean.

4. FILTRATION

   1. extremely dirty
   2. covered by a thin film, hazy or misty
   3. the act of processing or filtering

5. H_2O

   1. a compound of hydrogen and oxygen
   2. a body of this substance, such as an ocean lake or stream
   3. to mix or dilute

6. INVENTORY

   1. a person who invents
   2. a lie or untruth
   3. an itemized listing of goods

7. MERCHANDISE

   1. a kind of sewing thread
   2. things that are bought and sold; goods
   3. a person who buys and sells goods

8. BUTCHER

   1. a person whose job is to cut, dress, or sell meat
   2. a slaughterhouse
   3. a manservant

9. RESPONSIBILITY

   1. answering
   2. able to think and act
   3. an obligation

10. CHARTER

   1. a person who calls for transportation
   2. a part of a story in a book
   3. to hire or rent a bus, ship, or airplane

11. ELEVATED

   1. a cage for lifting people
   2. a high place
   3. to raise or lift up

12. TRANSPORT

   1. to carry from one place to another
   2. to come to pass or happen
   3. to remove from one place and plant in another

13. COMMUTER

   1. the direction of electric current
   2. one who travels daily or regularly
   3. a device for commuting an electric current

14. PENAL

1. imprisonment; legal punishment for certain crimes
2. to make punishable, as an offense
3. consisting of punishment, especially legal punishment

15. MATRON

1. a mother
2. a woman manager of a hospital, prison, or other institution
3. a married women acting as chief attendant at a wedding

16. WEAPON

1. a baby
2. any instrument from which a shot is fired by explosive force
3. an instrument of any kind used for fighting

17. DETENTION

1. for detection
2. an enforced delay
3. kept a person from doing something through fear or anxiety

18. FACILITY

1. easily persuaded; dexterity
2. lounge or restroom
3. cooler

19. AUTHORITY

1. to give official approval or permission
2. a person who believes in or enforces obedience
3. the power or right to give commands, enforce obedience, take action, or make final decisions

20. DISTRICT

1. a station
2. a geographical or political division made for a special purpose
3. a part of a letter

21. CONVICT

1. a place where nuns live
2. a thief
3. a person convicted of a crime

22. TECHNICIAN

a. a person in some subject or technique of some art of science
b. the degree of expertness
c. dealing with the arts of applied science

23. HYGIENE

a. science of health and its maintenance
b. promoting health
c. sanitary

24. PLAQUE

1. award given for outstanding work
2. something you hang
3. film on the teeth

25. MOLAR

1. of a tooth or teeth adapted for grinding food
2. to crumble into dust; decay
3. to hollow form for giving certain form to something

26. DIRECTORY

1. the address on a letter or parcel
2. a book listing the names and addresses of a group of persons
3. indicating direction

27. TRANSMIT

1. to send out signals by electromagnetic waves
2. the part of the telephone that changes sound into electrical impulses
3. to change from one form into another

28. ASSISTANCE

1. a thing for assisting; aide
2. to pursue
3. help or aid

29. PROOFREADER

1. a person who works for a newspaper correcting errors if there are any before the paper is printed
2. a person who reads proofs
3. the percentage of alcoholic content in liquor

30. REPORTER

1. a stoolpigeon
2. a person who reports the news
3. a policeman

31. NEWSPAPER

1. what you use to train your puppy on
2. wallpaper
3. a form of communication, where you get daily information on what's happening in the world

32. JOURNALISM

1. a photography class
2. the study of writing and reporting
3. the religion of Juda

33. INHALATION

1. the act of breathing in oxygen
2. the act of exhaling oxygen from the body
3. the act of giving air from one person to another

34. HYDRANT

1. a water faucet
2. a hose used for putting fires out
3. an instrument a hose is attached to and is used to transmit water

35. ASBESTOS

1. a suit made of plastic
2. a fire-proof material
3. a material used for scraping pots and pans

SELECT THE CORRECT SENTENCE WITH THE CORRECT UNDERLINED WORD

1. VEHICLE

1. Mark's handicap was the vehicle he wore after he lost his leg.
2. Mr. Smith bought a two-tone vehicle called a Cadillac.
3. The vehicle in his blood was eating all his white blood cells.

2. TRANSFER

1. Mike got a transfer to get from the Pershing bus to Indiana Blvd.
2. The blood transfer cost the patient $150.00.
3. Mary must transfer across the street.

3. MOTORMAN

1. The Chinese man was the motorman at his brother's laundry.
2. The young hoodlum screamed, "Hey, give me that motorman!"
3. On the subway, there are two men, the conductor who calls the stops and the motorman, the man who runs the train.

4. UNIT

1. Jack's mother told him to go to the store for a unit of milk.
2. We may have as many units on our telephone.
3. "We Shall Overcome"--it is the black people's unit of song.

5. COMMUNICATE

1. We all live in the same communicate together.
2. The naval officer was able to communicate with the commander by radio-phone.
3. In Russia, many of the people belong to the Communicate Party.

6. TELEGRAM

1. We received a telegram from our brother early this morning.
2. We ate some telegrams for breakfast cereal this morning.
3. Before you make a telegram call, you must first pick up the receiver.

7. PHOTOGRAPHER

1. The photographer taught the class how to do their mathematics problems.
2. The photographer took wedding pictures for Sarah's wedding.
3. The photographer's main job was to shoot down any airplanes that flew over the ship.

8. NEGATIVE

1. When John nodded his head up and down, he meant yes or negative was the correct answer.
2. "Negative means the same as positive," said Sally.
3. Negative means No. This is what John said to Sally.

9. EDIT

1. Frank's father works where they edit film for television series.
2. Edit all of your food before you leave and go to school today.
3. Edit all of the garbage outside before you go out to play.

10. IDENTIFICATION

1. Identification refers to the place where you live.
2. Identification is your name.
3. Identification refers to some of the things that separate you from someone else.

11. MERGING

1. Mixing eggs and bacon together after cooking them is merging.
2. "Roller skating on ice is the same as merging," said Gloria.
3. Ronald screamed at the boys in the car to be careful. He said that the cars coming down Green Street are merging with the cars from Brown Street.

12. CAUTION (Careful)

1. "Be careful," said Ernest, "the caution light is the red light."
2. Theresa didn't agree with Ernest. She said that the caution light is the green light.
3. Tim disagreed with everyone. He said that the caution light was the amber or yellow light.

13. POLLUTE

1. The men sitting in the park are polluting the water in the lagoon by throwing bottles and cans into the water.
2. The men sitting in the park are polluting the water in the lagoon by fishing in the water.
3. The children are polluting the water in the lagoon by swimming in the water.

14. HARD WATER

1. Hard water cannot be poured. It is just as hard as stone or a rock. It can be carried in your hand.
2. Hard water can be poured. It is soft, wet, and cold. It looks much like snow or ice. It must be picked up and carried in a bucket.
3. Hard water can be poured. It is wet, but it has many different kinds of minerals in the water. This is why we call it hard water.

15. FILTER

1. My father smokes filter tip cigarettes. These are cigarettes that have a long holder on the end of the cigarette. It can be taken off a cigarette and used on other cigarettes.
2. All air conditioners have filters. These filters keep flies out of the house during the summer and winter months.

3. Filters are used for many things. Two of their uses are: air conditioners. It takes the dust out of the air and allows clean air to come through. Secondly, they are found on filter tip cigarettes. It takes the tars and nicotines out of a cigarette.

16. EXPLOSION

1. The explosion took place in the garage when the dynamite became overheated.
2. The explosion took place in the garage when the water spilled onto the floor and there was no mop to get it up.
3. The explosion took place at the end of the tunnel. The explosion was the rain softly dropping from the sky.

17. BURN

1. Burn stone Burn!!! Stone burns very brightly when lighted and it makes an excellent fire.
2. Burn wood Burn!!! Wood burns very brightly when lighted and it makes an excellent fire.
3. Burn water Burn!!! Water burns very brightly when lighted and it makes an excellent fire.

18. INSTRUCTION

1. The teacher gave instructions to each child as to what to read and what questions were to be answered.
2. Instructions are only given to people who do not know how to read and write.
3. Instructions are only given to handicapped persons. Persons who are unable to do for themselves need instructions. Persons who can read and write do not need instructions.

19. SEARCH

1. In order for a policeman to search your home, he must first show his badge and then the search warrant.
2. In order for a policeman to search your home, he must first search you, then show his badge, and then the search warrant to search your house.
3. In order for a policeman to search your home, he must first call and make an appointment, then he must search you, then show his badge, and then the search warrant to search your home.

20. DETENTION

1. Jails, prisons, and penitentiaries are places of detention of prisoners either awaiting trial or who have been convicted of crimes.

2. Detention centers are places where students are taught their classes. Detention centers have a more common name and that name is school.
3. Detention centers are places where we live. These detention centers are called home.

21. MATRON

1. John, the matron, was assigned to guard the prisoners in the cell block located in the women's division.
2. Paulette, the matron, was assigned to guard the prisoners in the cell block located in the men's division.
3. Christine, the matron, was assigned to guard the prisoners in the cell block located in the women's division.

22. INTERN

1. John is an intern. He may only read books and go to school each day to learn how to become a doctor.
2. Roberts is an intern. She may only read books and go to school each day to learn how to come a doctor.
3. George and Reginald are interns. They work in a hospital with the doctors and their patients. They must go to school and continue their education while they are working.

23. HYGIENE

1. Hygiene is the act of brushing your teeth, washing your face, and taking a bath as often as once a day.
2. Hygiene is the act of saying goodbye to friends who come over to visit each week.
3. Hygiene is the act of helping mother to do the cooking each evening when you come home from school.

24. CAVITIES

1. Cavities are made especially for teeth. They are caused by brushing your teeth regularly and going to see the dentist at least twice each year.
2. Cavities are made especially for your teeth. They are caused by not brushing your teeth regularly, and by going to see the dentist at least twice each year.
3. Cavities are made especially for your teeth. They are caused by not brushing your teeth regularly, and by not going to see the dentist at least twice each year.

APPENDIX E

PARENTAL VIEWS OF THE URBAN LEADERSHIP PROGRAM

1. Do you believe that your child was more interested in school while he or she was in the Urban Leadership Program? YES NO

2. Did your child talk to you about visits that he or she made to different places in the city? YES NO

3. Do you believe that studying about occupations and careers in the Urban Leadership Program is a good idea? YES NO

4. Were you given adequate information about the activities of this program? YES NO

5. Do you believe that your child has a better understanding of the city since being enrolled in this program? YES NO

6. Do you believe that your child benefited from visiting various places throughout the city? YES NO

7. Did your child enjoy being with the other children in the class during the program? YES NO

8. Does your child seem more interested in traveling after riding the I.C. and the CTA? YES NO

9. Did your child discuss his or her project paper which was completed during the project? YES NO

10. Would you like your child to be in another program similar to the Urban Leadership Program? YES NO

11. If you have any suggestions or ideas about the program, please write them below.

_____

_____

12. Do you believe that you have had enough opportunities to be involved with the Urban Leadership Program? YES NO

APPENDIX F

ADVISORY QUESTIONNAIRE

Questionnaire I

Name_____

Position_____

Select the one word which you feel would adequately answer the question asked.

---

1. Are programs such as the Urban Leadership Program:

   a. needed
   b. relevant
   c. irrelevant
   d. other; explain briefly_____

   _____

2. Do you think that the children will understand your job?

   a. Yes
   b. No

3. Do you feel that the children are too young to learn about the position that you hold with your company?

   a. Yes
   b. No

4. How are you going to view this experience?

   a. An interruption of my work day
   b. A learning experience for myself
   c. Something to think about in terms of progress for my own children's schooling
   d. Something new that needs a lot of testing and evaluating

5. Do you think, not knowing a great deal about this particular experience, that you would be interested in attempting to undergo the same experience again at a later date?

   a. Yes
   b. No

6. How did you view the time that you were allotted or the time that you chose?

   a. Too much time
   b. Too little time to accomplish what I intended
   c. I'd like to have more time, but spaced out
   d. Time was just fine, no problems

7. Problems that were encountered and the Project Facilitator should know about in terms of planning.

   a. _____

   _____

   b. _____

   _____

8. After two successive days with the children, my feelings about the children can best be described in one of the following statements with regard to their education:

   a. Children should be free to choose and do as they please.
   b. Children should by and large agree to mold themselves into some positive image of their parents.
   c. Children should be working to improve themselves and to make a life for themselves and their education should be based on the job that they want to do in future life.

9. After two days with the children, do I, as an employer, as a worker, tend to observe cause and effect relationships over a period of time and apply the teaching experience that I have acquired through working with people to the relationship with the children that I have worked with for the past two days?

   a. sometimes, depending on the situation
   b. all the time
   c. never
   d. other; specify:_____

   _____